

Texas Education Agency  
Standard Application System (SAS)

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:27 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

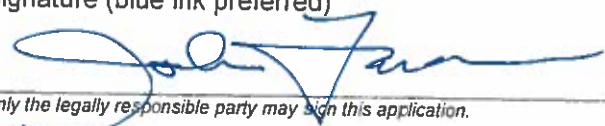
**Schedule #1—General Information**

Part 1: Applicant Information					
Organization name			County-District #		Amendment #
Save the Children Federation, Inc.					
Vendor ID #	ESC Region #			DUNS #	
06-0726487				0721299190000	
Mailing address			City	State	ZIP Code
2928 B-Greens Rd., Suite 550			Houston	TX	77032-2245
Primary Contact					
First name	M.I.	Last name		Title	
Anna		Hardway		Deputy State Director, Texas	
Telephone #	Email address			FAX #	
304-380-3389	<a href="mailto:ahardway@savechildren.org">ahardway@savechildren.org</a>				
Secondary Contact					
First name	M.I.	Last name		Title	
John		Bracken		State Director, Texas	
Telephone #	Email address			FAX #	
(936) 525-9238	<a href="mailto:jbracken@savechildren.org">jbracken@savechildren.org</a>				
Part 2: Certification and Incorporation					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name John	M.I.	Last name Farden	Title Associate Vice President, Program Quality and Implementation FAX #
Telephone # 202-794-1597	Email address <a href="mailto:jfarden@savechildren.org">jfarden@savechildren.org</a>		
Signature (blue ink preferred)		Date signed	

  
Only the legally responsible party may sign this application.

4/30/18

701-18-111-140

**Schedule #1—General Information**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 01/01

End date (MM/DD): 12/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):



I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	06-0726487 Save the Children Federation, Inc.	John Farden 	202-794-1597 jfarden@savechildren.org	\$200,000
<b>Member Districts</b>				
2.	County-District # Beaumont Independent School District	Dr. John W. Frossard 	409-617-5001 jfrossard@bmtisd.com	\$650,000
3.	County-District # Port Arthur Independent School District	Dr. Mark Porterie	409-989-6238 mporterie@paisd.org	\$650,000
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

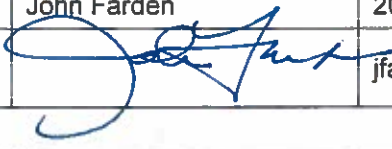

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

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<b>Fiscal Agent</b>				
1.	06-0726487 Save the Children Federation, Inc.	John Farden 	202-794-1597 jfarden@savechildren.org	\$200,000
<b>Member Districts</b>				
2.	County-District # Beaumont Independent School District	Dr. John W. Frossard	409-617-5001 jfrossard@bmtisd.com	\$650,000
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4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 06-0726487			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				<b>\$1,500,000</b>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Save the Children is applying for a Texas 21<sup>st</sup> Century Community Learning Center grant, in partnership with Beaumont Independent School District (BISD) and Port Arthur Independent School District (PAISD), to meet the out-of-school time (OST) gaps in services for the most disadvantaged students and families in the Beaumont/Port Arthur areas. After a needs assessment of teachers, students and parents, analysis of 2016-2017 Texas Academic Performance Reports, and meetings with school staff and superintendents, it was determined that 10 elementary school campuses were most in need of Save the Children's targeted math, reading and enrichment programming.

**Benefits to the Targeted Population.** The majority of teachers and parents said that their student/child would benefit from math and reading interventions to help improve their proficiency as well as social-emotional supports (for students and caregivers) in the aftermath of Hurricane Harvey. Many students and families are still in temporary and instable housing which causes stress and can interfere with their overall well-being and academic success. Since the campuses have a high proportion, most over 90%, of disadvantaged students, the TX 21<sup>st</sup> CCLC grant will provide the much needed resources to bring Save the Children's model in 10 schools. We administered 25 21<sup>st</sup> CCLC programs in seven states in 2016-2017, and the number of sites are growing. Of the children participating in our 21<sup>st</sup> CCLC programs, 75% have made significant gains on Star Early Literacy assessments. Participating students gained an equivalent of attending 4.6 additional months of school.

**Goals of the Grant Related to the Goals of Our Districts.** BISD and PAISD believe that all children can learn and deserve a challenging, quality education. They aim, in collaboration with the entire community, to create an inclusive environment of academic excellence that supports the diverse needs of all learners. The goals of the grant relate to district goals in that we aim to work with parents and the community (through volunteers) to support the needs of all students in areas of academics (reading and math) and enrichment (service learning, social-emotional development, and character development) as well as for parent engagement and social-emotional supports for caregivers. **Demographics,**

**Goals and Purposes of the Grant.** Our campuses have high rates of economically disadvantaged students; about half received "Improvement Required" ratings in the 2017 Accountability Rating; reading at or above grade level in third grade was, on average, 53% across schools; math skills at or above grade level at third grade was 58%, on average, across schools. Both academic areas will be a priority for the program. There is also a high percentage of Spanish-speaking families in the districts, and as such we will make materials for families available in their home language.

**Budget.** Save the Children's finance team developed the budget to effectively carry out the goals and objectives of the program for 1,500 students at 10 campuses. The budget was based on a ratio of 10:1, students to teachers/tutors and costs to cover management of the program, supplies, and transportation for 35 weeks of services. **Management Plan.** Save the Children will provide 20 hours of professional development, training and technical assistance to the program director, family engagement specialist, site coordinators and program staff and tutors to ensure that the program successfully meets milestones and achieved objectives. **Needs Assessments and Evaluation.** The program directors, site coordinators and school administration will design our needs assessment process on an annual basis. The Community Advisory Council will review the assessment and oversee the process including determining its effectiveness and continuous improvements to best determine the needs of the students and families in the program. Save the Children implements evidence-based curriculums; our literacy, math, and social-emotional components use pre and post-tests to evaluate participating students, as well as ongoing testing through Renaissance Learning's Accelerated Reader test to regularly measure student's reading comprehension for the literacy component.

**Statutory and TEA Requirements.** The proposed program will meet all statutory and TEA requirements as described throughout this application, including providing a minimum of 35 weeks of programming per year across all terms, including summer; providing services to students five days per week for a minimum of 15 hours per week during the fall and spring terms; and operating a minimum of six weeks and four hours per day, four days per week during the summer term. Program activities reflect components for academic assistance, academic enrichment, and family and parental support. Specifically, Save the Children, BISD and PAISD will meet requirements for evidence-based programming; for broadly disseminating information about the program to the community; providing safe transportation to and from campuses; and, sustainability as described below.

**Ongoing Commitment to Goals of this Program.** Save the Children, in partnership with the Board of Trustees of both districts will coordinate resources to sustain the afterschool and summer program beyond the grant period (see attached letters of support signed by majority members). During the first year of the grant period, we will develop plans and progress assessments towards local sustainability. Local partnerships will be an important part of minimizing program costs through in-kind services and supports.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 06-0726487	Amendment # (for amendments only):
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	
Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$128,571.43	\$	\$128,571.43
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$82,705.00	\$	\$82,705.00
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,428,571.43	\$	\$
5% <u>indirect costs</u> (see note):			N/A	\$71,428.57	\$71,428.57
Grand total of budgeted costs (add all entries in each column):			<b>\$1,428,571.43</b>	<b>\$71,428.57</b>	<b>\$1,500,000</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$1,217,295.00	\$	\$1,217,295.00
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**Administrative Cost Calculation**

Enter the total grant amount requested:	<b>\$1,428,571.43</b>
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	<b>\$71,428.57</b>

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 06-0726487			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)			\$60,000
5	Site coordinator (required)			\$
6	Family engagement specialist (required)			\$40,446.43
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$100,446.43
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	\$28,125.00		\$
27	Subtotal substitute, extra-duty, benefits costs			\$28,125.00
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$128,571.43

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 06-0726487		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b><u>Schedule #9—Supplies and Materials (6300)</u></b>		
County-District Number or Vendor ID: 06-0726487		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$82,705.00
<b>Grand total:</b>		<b>\$82,705.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 06-0726487		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 06-0726487			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree or higher with a background in education; 5-7 years of previous experience in project management and leadership of teams; knowledge of data collection best practices and evaluation; implementing OST programming; budget management and experience managing federally funded programs.
2.	Site Coordinator(s)	Bachelor's degree and 2-3 years of previous experience in teaching/tutoring and implementing successful OST programs.
3.	Family Engagement Specialist	Bachelor's degree, experience implementing family-centered programming and outstanding interpersonal skills. Background in social-emotional/mental health programs. Preferred candidates will be proficient in Spanish.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve state and local academic achievement standards.	1. Hire and recruit afterschool staff; train program staff in Save the Children program model	08/01/2018	09/15/2018
		2. Technical Assistance to all program staff	08/01/2018	07/31/2018
		3. Implement afterschool & summer program	09/04/2018	07/31/2019
		4. STAR Reading pre-test (school year SY and summer); Hands-On Math pre-test	09/04/2018	07/31/2019
		5. STAR Reading mid-year assessment	12/01/2018	12/31/2018
		6. STAR Reading post-tests (SY & summer); Hands-On Math post-tests	04/01/2019	07/31/2019
		7. Compile state assessment test scores	05/01/2019	06/1/2019
2.	Improve school attendance, classroom performance, and reduce disciplinary referrals.	1. Administer student and teacher pre-surveys	09/04/2018	07/31/2019
		2. Administer student and teacher post-surveys	04/01/2019	04/30/2019
		3. Provide transportation for parents and other program beneficiaries to activities	09/04/2018	07/31/2019
		4. Provide early identification/intervention	09/04/2018	07/31/2019
		5. Compile discipline data	09/04/2018	07/31/2019
3.	Improve behavior	1. Compile monthly data summary of health snacks served, minutes of physical activity (monthly)	09/04/2018	07/31/2019
		2. Implement social-emotional components for targeted students	09/04/2018	07/31/2019
		3. Administer pre and post-tests to measure student progress	09/04/2018	07/31/2019
		4. Complete JoH surveys at pre, post and 3-month follow up	09/04/2018	07/31/2019
		5. Recruit volunteers to participate in school activities	08/01/2018	10/31/2018
4.	Improve family literacy and engagement services.	1. Administer parent pre-surveys (per event)	09/04/2018	07/31/2019
		2. Administer parent post-surveys (per event)	09/04/2018	07/31/2019
		3. Provide program information/materials in home language	09/04/2018	07/31/2019
		4. Offer "flexible" opportunities for parent involvement	09/04/2018	07/31/2019
		5. Conduct an outreach program for traditionally "hard to reach" parents	08/01/2018	10/31/2018

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Save the Children met with school principals, practitioners, and superintendents on March 26, 2018, to discuss the student and community needs and how a 21<sup>st</sup> Century Community Learning Center (CCLC) program could address those needs and increase academic outcomes for students. Based on those meetings, we determined that to best meet the needs for the highest economically disadvantaged students in the community, we would target 10 elementary schools in Beaumont Independent School District (BISD) and Port Arthur Independent School District (PAISD). We worked with BISD and PAISD to develop and administer needs assessment surveys to 361 students, 178 teachers, and 112 parents in April 2018 to inform program development. In addition to the community needs assessment survey, we completed an analysis of objective data using the State of Texas Assessments of Academic Readiness (STAAR) scores and U.S. Census data.

<b>Poverty</b>	<ul style="list-style-type: none"> <li>On average, 91.5% of children from the 10 selected elementary schools are economically disadvantaged (eligible for free or reduced-price lunch or other public assistance)</li> <li>35% of families with children under 18 had an income of less than 2x the federal poverty level</li> <li>14% of children under 6 whose parents are not in the labor force</li> <li>33% of children have parents who lack secure employment</li> </ul>
<b>Low Education Attainment</b>	<ul style="list-style-type: none"> <li>20% of adults hold a bachelor's degree</li> <li>21% of the population between the ages of 25-64 do not have a high school diploma or equivalent</li> </ul>
<b>Other Indicators</b>	<ul style="list-style-type: none"> <li>46% of children are living in single-parent households</li> <li>Of children living in immigrant families, 32% are linguistically isolated "no person 14 years old and over speaks only English, and no person 14 years old and over who speaks a language other than English speaks English very well"</li> </ul>

*U.S. Census Bureau 2012-2016 American Community Survey, 5-Year Estimates*

The survey results illustrated similarities between both school districts, including a need for additional student interventions for math and reading as well as social-emotional components that address bullying, insubordination and coping with stress post-Harvey. Students, families and teachers are still in the process of recovering from Hurricane Harvey. Many students do not have a stable home environment and are coping with homelessness living out of trailers or in hotels. Some students continue to show anxiety during rainstorms and need reassurance that everything will be alright during those times. Parents' stresses over housing, transportation and reduced incomes from lost jobs can also affect children. Some schools are overcrowded as they accommodate students whose own schools remain closed, increasing the risk that children who struggle in class will not receive the extra help they need. Harvey also exacerbated social-emotional stress among families in poorer communities, where long-term "toxic stress" can lead to mental health concerns. Access to mental health services in these places may be limited, as are the capacities and staffing of community groups who support children and families. Resiliency programming is a need for students and families.

Teachers stated that bullying, chronic absenteeism and a lack of classroom participation were the most common behavioral issues among students and that insubordination was their biggest concern. An average of 87% of teachers said that they need to re-teach lessons to help students catch up on academics after the summer; in fact, almost 25% of teachers said they spend around four weeks re-teaching lessons from the previous academic year. Overwhelmingly, 85% said that reading and language arts are subjects where students need additional support. Teachers thought that parents would benefit from literacy classes and additional workshops to help them with their child's homework.

Overall, 80% of students are interested in participating in an afterschool program at their school; nearly 70% are interested in a summer camp program. 82% of parents are interested in an afterschool program and summer program. As to the biggest challenges that their children face, most parents listed reading and math consistently. Transportation is an obstacle to getting their children to regularly participate in afterschool programs, especially for working families. Families said that learning how to help their children with their homework was a skill set they needed help with; family literacy nights and family math nights would help them to become more engaged with their children's learning. Many parents also mentioned issues with bullying. Our 21<sup>st</sup> CCLC program will respond to these needs by providing comprehensive literacy, math, and enrichment (including social-emotional) programming that is engaging for students, and activities that meet the needs of working families.

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

Save the Children currently partners with schools and school districts on 25 successful 21<sup>st</sup> CCLC grant programs across seven states. Save the Children's 21<sup>st</sup> CCLC programs are designed to accelerate the achievement of struggling readers. During the 2016-2017 school year, only 19% of program participants began the year reading on or above grade level. While enrolled in our program, students made impressive gains. As measured at the end of the school year, the percentage of students reading on or above grade level more than doubled to 40%. We also saw a strong correlation between participation and reading growth. Almost 80% of struggling readers who attended 55 days or more made significant growth beyond expectations from solely attending school (at least 2 Normal Curve Equivalents). On average, 21<sup>st</sup> CCLC program participants made gains equivalent to attending an additional 4.6 months of school. Save the Children will build on this previous success by launching new 21<sup>st</sup> CCLC programs in the Beaumont and Port Arthur areas of Southeast Texas in partnership with BISD and PAISD. We will act as the fiscal agent for the grant and subgrant funds to the school districts for programming for 1,500 children at 10 centers.

Save the Children is deeply committed to improving the academic and overall well-being for students and families in Southeast Texas. As the national leader in child-focused disaster preparedness, response and recovery, we are working to make sure Texan children and families who were most affected by Hurricane Harvey have access to early childhood education and afterschool services, and emotional support programming to help them cope with and recover from the aftermath of the storm. Since joining in recovery efforts, 55,100 children and adults have benefited from our response and we have trained nearly 180 social workers, therapists and counselors to serve as program facilitators in our Journey of Hope program (read more this program on page 23). By training local facilitators, we are building the capacity of communities to support children's and adult caregivers' psychosocial needs now and into the future. Lamar University faculty and students from the school of social work and counseling have also been trained as facilitators to further expand the program's reach in Southeast Texas.

Even as Save the Children works to address the immediate needs of children affected by Hurricane Harvey, we have also identified ongoing challenges for children. For instance, neither BISD nor PAISD currently offer afterschool programming for elementary school-aged children at the level needed for long-term academic improvement. And academic achievement across Jefferson County lags behind Texas state averages. This collaboration provides an exciting opportunity to address these gaps. Although our work with BISD and PAISD began only in the past year, we have established a strong partnership and several interventions and supports for students and families and we aim to expand services to afterschool and summer programming through this grant program.

Both districts share in the goal of preparing students for academic success and promoting their overall well-being. BISD's mission is to inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment. PAISD's mission is to meet the unique educational needs of our diverse population by providing a comprehensive quality education. Save the Children entered into a partnership agreement for 21<sup>st</sup> CCLC programming after holding meetings with various districts and reviewing the availability, accessibility, and need for programs for highly economically disadvantaged students in the area. **Achieving Objectives.** Save the Children will provide training and ongoing technical assistance to ensure fidelity to our program components; we will also oversee the program director and family engagement specialist. BISD and PAISD will recruit and hire site coordinators, program staff, and tutors to carry out the day-to-day operations and activities of the afterschool and summer program; they will provide safe, clean and accessible facilities including the use of classroom space and the school library; the districts will oversee data collection.

**Sustaining the Program.** All partners will share responsibility for continuous program improvement, including setting annual program goals and objectives, evaluating program activities and reviewing prior year outcomes. The partnership will effectively achieve objectives using a successful afterschool and summer program model that incorporates needs of the community, school, and students into programming to increase reading proficiency and literacy skills, improve achievement in math, and build social-emotional skills through enrichment. We will sustain the program through in-kind resources such as volunteers, books and materials, classroom and center operating space, and will seek additional funds for beyond the grant period. Save the Children will provide at least 20 hours of professional training and development on our model and has expertise in implementing OST programming to meet Texas Essential Knowledge and Skills.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Performance Goal	Objectives
i. Students regularly participating in the program will meet or exceed state and local academic achievement standards in ELA/reading and math; participants will improve core course grades and advance, on-time, to next grade level.	<p>i.a. Fifty (50) percent of regular program participants will increase their math grade by a half letter grade or five (5) percentage points from the first marking period to the last marking period of each academic year.</p> <p>i.b. Forty-five (45) percent of regular program participants will improve their mathematics performance level on the state standardized assessment from the prior year to the current year.</p> <p>i.c. Fifty (50) percent of regular program participants will increase their ELA/reading grade by a half letter grade or five (5) percentage points from the first marking period to the last marking period of each academic year.</p> <p>i.d. Forty-five (45) percent of regular program participants will improve their reading performance level on the state standardized assessment from the prior year to the current year.</p> <p>i.e. Seventy-four (74) percent of participants will make gains of 2.0 Normal Curve Equivalencies (NCEs) or more from STAR Reading™ pre-test to post-test each program year.</p>
ii. Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.	<p>ii.a. Ninety-two (92) percent of regular program participants will show improvement in school attendance by reducing their number of days absent from the prior year to the current year.</p> <p>ii.b. Eighty (80) percent of regular program participants will show improvement in their school behavior by reducing their number of discipline incidents from the prior year to the current year.</p> <p>ii.c. Ninety-two (92) percent of regular program participants will show improvement in classroom performance, including class participation, from the first marking period to the last marking period of each academic year as reported by teachers.</p>
iii. Students regularly participating in the program will demonstrate additional positive social and behavioral changes.	<p>iii.a. Eighty (80) percent of participants will show positive decision-making by the end of the program year.</p> <p>iii.b. Eighty (80) percent of participants will gain confidence in creative thinking by the end of the program year.</p> <p>iii.c. One hundred (100) percent of participants will participate for 30 minutes in moderate-to-vigorous physical activity every program day.</p> <p>iii.d. Eighty (80) percent of participants will grow as individuals through enrichment and character education.</p> <p>iii.e. Seventy-five (75) percent of participants will show prosocial behaviors and exhibit improved coping skills.</p>
iv. Families of students regularly participating in the program will be afforded opportunities for family literacy services.	<p>iv.a. Forty (40) percent of parents/guardians will participate in at least one family event each program year.</p> <p>iv.b. Staff will report an increase of 20 percent in program event attendance from year 1 to year 2.</p> <p>iv.c. Thirty (30) percent of parents will become more involved in their child's education.</p>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proposed program incorporates the nine practices of high-quality afterschool program, as identified by the U.S. Department of Education in *their Working for Children and Families: Safe and Smart II-Afterschool Programs* publication, in our program design: (1) Goal Setting, Strong Management, and Sustainability; (2) Quality Staffing; (3) High Academic Standards; (4) Attention to Safety, Health, and Nutrition Issues; (5) Effective Partnerships; (6) Strong Involvement of Families; (7) Enriching Learning Opportunities; (8) Linkages between School-Day and Afterschool Personnel; and (9) Evaluation of Program Progress and Effectiveness.

Our educational activities, particularly the math and literacy blocks described in Statutory Requirement 5, are grounded in scientifically-based research to promote foundational knowledge and skills to ensure students meet Texas Essential Knowledge and Skills. We have highlighted some of the research underpinning program activities below:

- Reading aloud to children, which is a key program activity for both emergent and developing readers, has been linked to young children's emergent literacy ability and language skills (Duursma, Augustyn & Zuckerman, 2008).
- A number of studies, including several by researchers S.J. Samuels and Y. Wu, have found that students who used Accelerated Reader™ (AR), a reading management software, demonstrated more significant gains in reading comprehension as those who did not use AR. Our program uses the AR software to guide practice and monitor progress as students advance through their designated reading levels. The AR software helps students select books within their range and interest level to read independently; students also take corresponding AR quizzes for each book read to assess their comprehension and vocabulary.
- What Works Clearinghouse report *Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools* recommends using visual models and manipulatives to support the acquisition of early math knowledge and skills. Research has shown that students who are taught using hands-on teaching methods with manipulatives, which is emphasized in the Hands-On Standards curriculum used for math activities, outperform those who are not and is the most important predictor not only for later math achievement but also for achievement in other content areas (Claessens & Engel, 2013). Moreover, students who are presented with the opportunity to use manipulatives report that they are more interested in mathematics; long-term interest in mathematics translates to increased mathematical ability (Sutton & Krueger, 2002).

Our enrichment activities are designed to foster whole-child development, focusing on further promoting academic development and supporting social-emotional development:

- The Coordinated Approach to Child Health (CATCH) curriculum, which is the curriculum used for the nutrition and physical activity program components, has been implemented in various settings to produce lasting changes in their dietary and physical activity (Luepker et al., 1996). This is an essential component of the program, as aerobic physical activity has been shown to improve academic performance (Fedewa and Ahn, 2011).
- Longitudinal studies on Journey of Hope, which is used to support students' social-emotional development, have indicated that children who participate in the program have enhanced resilience through improved healthy coping styles, prosocial behaviors and tension management, and decreased overall difficulties (Blanchet-Cohen and Nelems, 2009).

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our 21<sup>st</sup> CCLC program will use engaging, developmentally- and age-appropriate learning strategies to provide rich, meaningful enrichment activities while increasing students' academic skills in literacy and math. Aligned to the Texas Essential Knowledge and Skills, our academic activities provide students with extra support in the content areas needed for increased academic achievement. We will offer a 60-minute **Literacy Block**, a results-driven, grade- and skill-specific block of literacy activities that allows students to practice and reinforce literacy skills learned during the school day. Students in grades K-1 who are having difficulty learning to read will participate in the **Emergent Reader Literacy Block** to master foundational reading skills. This block will incorporate three daily core activities grounded in research-based early reader curricula: (1) Extended Read-Alouds, during which literacy tutors will read aloud to students to enhance their understanding of emergent reading skills, while modeling fluent reading behavior; (2) Reading Together Activities, during which literacy tutors will read aloud from enlarged text visible to all children and then will help children build up to chorally reading the text together over several days; and (3) Emergent Reader Modules, during which students will participate in word games, songs, and other activities to master foundational skills through modules on phonemic awareness, letter recognition, sound-symbol correspondence, and beginning word recognition, eventually transitioning to independent reading. Students in grades 2 through 5 who are reading below grade level will participate in the **Developing Reader Literacy Block** to accelerate their reading achievement. This block is designed to target support where the breakdown of understanding first occurs through engaging and motivating developmentally-appropriate, hands-on activities. Based on broad researched-based instructional practices, the core activities that comprise this block are: (1) Read-Alouds, during which literacy tutors will read aloud books to engage children and develop a specific plan which turns an authentic text into a powerful teaching tool; (2) Fluency-Building Activities, during which literacy tutors model what fluent reading sounds like, provide feedback, and give opportunities for students to perform mastered texts; (3) Guided Independent Reading Practice (GIRP), during which students will have at least 30 minutes of uninterrupted reading time each day, with guided support provided by literacy tutors; and (4) Tutorials for students who read significantly below (more than one year) expected grade level, which will be comprised of short mini-lessons and hands-on activities targeted at specific skills. We will offer a 30-minute **Math Club** rotation using Scholastic's Hands-On Standards curriculum and hands-on activities (like manipulatives) to engage students in active learning so they can discover and construct meaning in mathematics and master foundational math skills. This block is specifically designed to avoid traditional workbook or paper-based drilling, placing a strong emphasis on problem solving, teamwork and cooperative learning at all grade levels. Every lesson includes a clear objective and outlines the academic vocabulary that is used throughout the lesson. Over the course of the lesson, students will investigate concepts in different ways, with the goal of moving from concrete to representational to abstract practice. Math Club will encompass many content areas but will primarily focus on numbers and operations.

Enrichment activities will provide students with a robust offering of structured activities that improve students' behavioral and social outcomes. Because of the positive connection between children's learning and health, a comprehensive health program is an integral component of our proposed 21<sup>st</sup> CCLC program. Using the research-based CATCH curriculum developed by the University of Texas-School of Public Health, we will offer **Healthy Choices**, a nutrition and physical activity initiative comprised of nutrition education and physical activity. Nutrition education will equip students with the knowledge, skills, and intentions to make good food choices and lead healthier lifestyles. Students will engage in moderate-to-vigorous physical activity that combines fun and fitness to teach lifelong movement skills. Each 30-minute physical activity session will include a warm-up activity, a cool-down activity, and at least two different non-competitive, non-elimination games and activities. To meet the mental health needs of students, we will also implement our evidence-based, social-emotional learning curriculum, **Journey of Hope**, to help students identify and normalize feelings, develop resilience, strengthen their natural coping mechanisms and gain a sense of empowerment. The eight sessions will provide psychoeducation and support in the key emotions of safety, fear, anxiety, sadness, anger and aggression, bullying, and self-esteem through: (1) Books and dialogue or journaling, (2) Cooperative games, and (3) Art, music, dance and movement to give students an opportunity to learn through alternative methods and to provide a creative outlet for expression.

Our **family engagement events** aims to increase parents' and guardians' knowledge, skills and behaviors regarding their children's development and education. We will organize and host at least four parent and family events each school year. These events will use a two-pronged approach to empower families to be more directly involved in their child's education.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The program director will create letters and flyers and distribute informational materials, including a schedule, contact information, and fact sheet of activities, goals and eligibility information. Program information will be sent home at the beginning of the school year. Parent letters will include their child's reading level to illustrate the need for focused literacy services that will be offered in the 21<sup>st</sup> CCLC. Due to both school districts having English language learners (ELL) and high percentages of Hispanic students, information and materials on the program will be available in Spanish. To disseminate information effectively to families, we will go beyond email, phone, and sending notes home with students. We will use social media push notifications, post notices for stakeholders at strategic locations including SSI buildings, churches, grocery stores and doctors offices, and use BISD and PAISD websites to post regular program updates. All center campuses are located within the elementary schools that targeted students attend, making the location very accessible to students and families. Transportation, a challenge listed by parents during the needs assessment, will be provided after the afterschool program for students to return home safely by bus (and to and from school during the summer program) if their parents cannot pick them up.

**Communication Strategies with the Wider Community.** To promote community ownership and long-term sustainability, we will hold annual stakeholder meetings with community partners, principals and site staff to discuss how to achieve common objectives, obtain results, and meet expectations. If awarded a grant, we will notify the community in local media and on the school district website; the application will be available for public review upon request. Program staff will also send information to our community partners to present at their group meetings about additional services available. Members of the Community Advisory Council will represent the students and families in our program. They will have a significant role in continuous improvement processes, and will assist in sustainability efforts.

**Family Engagement Strategies.** Family activities include monthly family events and weekly volunteer opportunities. Encouraging family members to join the Community Advisory Council will show that their input is valuable and they have a strong role in the success of the program. Outreach to families of program participants will be done in close partnership with teachers and school administrators to build a bridge between parents and the school. Family events will also take place in Spanish based on the needs of parents by school. The program director will call parents as an additional recruitment tool. Invitations to our parent workshops will be sent home, at least two weeks in advance and will be posted in a prominent location inside the schools. Activities will occur at varying times to improve access for working families or those with limited transportation, focusing on both building school-to-home connections and building the skills and knowledge of parents and guardians. Each school year, we will host the following events: (1) Beginning of Year Program Orientation, during which parents and families will be invited to the school to see the program in action. After a short introductory presentation, program staff will take families on a tour of the program spaces, and parents will rotate through the various program activities (e.g., literacy, math, physical activity) with their children; and (2) End of Year Program Celebration, during which parents and families will see student demonstrations (i.e., Reader's Theater) and be the audience for an awards ceremony where students will receive certificates for outstanding merit throughout the year (e.g., attendance, character development, number of books read). The topics for the remaining events will be driven by the needs and interests of parents/guardians and family members. They are likely to include how to effectively help your children with their homework, how to respond to stressors in your children, and other topics based on the parent needs assessment survey.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

It is anticipated that 70% of students require bus transportation services. To deliver students safely home from the afterschool program, and both ways during the summer program, we have budgeted for one district bus and driver per 21<sup>st</sup> CCLC site. The buses are in compliance with laws and regulations covering safety and will be overseen by the district's transportation director. **Safe Travel to and from the Program.** At the end of the school day, teachers will walk participants to the afterschool program and sign them in. During the summer, buses will pick students up at their homes and program staff will sign students in as they arrive to the program. At the end of both the afterschool and summer programs, program staff will sign students out, walk the students to the bus and supervise boarding. It is expected that bus routes will not take longer than 30 minutes each way.

**Safe and Accessible Site.** Our afterschool program will operate on-site at 10 elementary schools to leverage existing resources including cafeterias, classrooms, computer labs, athletic fields, gymnasium, and covered play spaces. Each school is in compliance with ADA and all state and federal safety and accessibility requirements. A copy of safety instructions will be posted on the walls of all areas the program is being operated in. All staff will adhere to the school's safety and crisis management plan. Program staff will receive floor plans with evacuation routes and location of fire extinguishers, emergency contact numbers and a phone tree, emergency supplies, and procedures for crises including emergency intruder procedures and illness, injury, and accident plans. The 21<sup>st</sup> CCLC site coordinators will maintain an emergency classroom kit which includes a class roll, telephone directory, student medical records, phone numbers for parents/guardians, list of persons authorized to check out students, and name tags. Staff will undergo background checks before hiring, and be trained in CPR and the Heimlich maneuver and first aid kits will be kept in the classroom. Fire drill and severe weather charts are updated, posted, and will be reviewed with students, staff, and volunteers.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).  
**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Save the Children, BISD and PAISD believe that community engagement and support are important to the success of the program, both in terms of the Community Advisory Council's role in the design, implementation and continuous improvement efforts and through volunteers assisting with day-to-day activities at the centers. Volunteers will be placed in the program to provide additional one-on-one attention to participating students. Many of the parents who responded to the needs assessment survey said that their child(ren) need more individualized attention and tutoring to improve their math and reading proficiency. Volunteers will help to keep the teacher-student ratios low while creating mentoring relationships with students.

Save the Children is committed to a culture of protecting children and keeping them safe. All volunteers must complete a district volunteer application and undergo district screening processes which include a criminal background check and fingerprinting. Applications are available in English and Spanish. Additionally, Save the Children requires all volunteers and staff to participate in training on our Child Safeguarding Policy. Save the Children is obligated to create and maintain an environment that aims to prevent the risk of or actual harm or abuse of children by Save the Children representatives and within our programs. Expectations are clearly outlined in the Child Safeguarding Policy, and all representatives of Save the Children – employees, partners, volunteers, interns, consultants, Board members and others who work with children on Save the Children's behalf – are expected and required to conduct themselves in a manner consistent with this commitment and obligation.

During the staff recruitment process, a similar volunteer recruitment process will take place to enlist qualified individuals from local colleges, high schools, civic groups, churches, local businesses and other community members. District social media accounts will be used for recruitment and they will post opportunities on a special section of the district website home page. In addition to individuals, BISD recruits business partners to support their campuses through volunteering, in-kind donations, and program support. Business partners submit an application to the district's Office of Community and Media Relations; the application is reviewed and potential partners will be contacted to discuss which school would best fit the goals of the application. School leadership works closely with business partners to ensure mutually beneficial experiences. BISD currently has 110 business partners and 2,000 volunteers.

There will be varying levels of commitment for volunteers. For instance, community members or business owners could come speak during an enrichment block to share the story of their career path to encourage our students to start thinking about their own career ambitions and how to achieve their goals. This time commitment provides flexibility to working volunteers who want to be involved but who cannot make a weekly commitment. For the students who said they wanted to be a doctor, police officer, engineer, or artist, among others, we will invite volunteer speakers from these professions to present on their professional and their career and educational path. Volunteers who are able to commit more consistent time per week will be placed in classrooms as literacy and math tutors. They will provide one-on-one attention for students struggling with reading and math activities based on pairing from the teacher or paraprofessional leading the rotation.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Program Sustainability.** In partnership with the Board of Trustees of BISD and PAISD, Save the Children will coordinate resources to sustain the afterschool and SummerBoost program beyond the grant period. During the first year of the grant period, we will work together to develop plans and progress assessments towards local sustainability. Our sustainability plan will be further refined after the first year of the project and will address unique local needs, consider local resources, and demonstrate how the program will achieve sustainability. Local partnerships and volunteers will be an important parts of minimizing program costs through in-kind services and supports. Save the Children is committed to working in partnership with schools and districts in the Southeast Texas area to provide much needed recovery, resilience, and long-term educational programs in areas affected by Hurricane Harvey. As a national nonprofit that has operated 21<sup>st</sup> CCLC programs in dozens of sites in seven other states across the U.S., we have the capacity to raise private funding to support a Texas 21<sup>st</sup> CCLC grant program beyond the initial three years of funding. See attached letters of support signed by the majority of Board of Trustees of BISD and PAISD, affirming their commitment to the sustainability of the program long-term.

Save the Children's finance and resource development departments will be proactive in developing a long-term funding plan to diversify the support and ensure our program's sustainability. This includes forecasts and reforecasting when one funding stream ends, annual fundraising goals to support programming and fill budget gaps, and ongoing community need assessments and program evaluation. Our fundraising plan includes cultivating diverse funding sources, including individual donors, state appropriations, and new grants and partnerships. BISD and PAISD will build private in-kind resources to integrate the afterschool and summer program to become a permanent part of each district's operations. BISD has over a hundred business partners and will seek their assistance in long-term sustainability if we determine the programs are meeting the needs of our students. The district will build on other available state and federal funding like Title I funding in partnership with the district's directors of federal programs. We will continue outreach to community volunteers to increase staff support, and train parent volunteers to further sustain the 21<sup>st</sup> CCLCs campuses. In addition to volunteers and business partners, the 21<sup>st</sup> CCLC Community Advisory Council will lead efforts to form additional partnerships with local businesses and civic organizations to help support and fund the program. It will be comprised of parents, teachers, staff, and other community stakeholders who are representative of the community.

Beyond sustainable funding, Save the Children builds the capacity of our partner schools to implement and sustain programming. Staff development provided by Save the Children will: 1) Transfer knowledge and skills to school staff, enabling them to continue to provide struggling students with high-quality programs; 2) Foster ownership of the programs within the school; and 3) Provide technical assistance, software and books that will continue to be used beyond the period of the grant.

Unfortunately, existing afterschool and summer programming do not meet the district-wide needs of elementary students. There is an existing program in BISD, but it does not incorporate enrichment opportunities for students that are so needed, nor does it offer support to parents. At PAISD, there is an afterschool program in one elementary school that serves 50 students for eight hours per week in homework help activities and enrichment; during the summer their Jumpstart program offers four weeks of services in one elementary school. A grant from the Texas Education Agency is needed to significantly expand the scope of service offered to reach 10 sites in the areas most in need after Hurricane Harvey. This grant will assist the program in local sustainability efforts by infusing funding to build local capacity through training and technical assistance from Save the Children. It is expected that the initial funding will leverage additional resources as the program begins to show gains in the performance measures listed on page five.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proposed program will coordinate federal, state and local programs and effectively use program resources across the 10 campuses. The program director will work closely with the directors of federal programs for both districts, coordinating to make sure all publically-funded programs at the campus are sharing information and data and aligning services to best meet the need of students. For example, site coordinators will meet regularly with school day teachers and staff to identify issues or challenges in participating students and will share information on strategies to mitigate these challenges.

**Supplement Existing Programs and Services.** Currently, in BISD existing afterschool programs do not meet the needs of the 750 students who would benefit from Save the Children's 21<sup>st</sup> CCLC program. One afterschool program takes place during the school year at Dishman Elementary for two hours per day, four days a week. Activities largely focus on homework help and enrichment with a total of 50 students served – less than 7% of the population expected to receive services through the 21<sup>st</sup> CCLC program. There is also a two-week Title I summer school for grades K-5 for seven hours per day; a bilingual/English Language Learner program operates for 17 days for K-2<sup>nd</sup> grade students for eight hours per day. Our proposed 21<sup>st</sup> CCLC program provides more robust curriculum year-round for students struggling in math and reading and it also provides enrichment to promote non-cognitive skill building as well as family engagement activities. The program will have a more significant impact on BISD students with a wider, and deeper reach.

In PAISD, they have a partnership with the YMCA's *Y Reads With You Literacy Program* that will continue in conjunction with the 21<sup>st</sup> CCLC program. Activities promote improvement in reading, reading fluency, comprehension, building self-confidence, self-esteem and the importance of knowing how to read. Summer programming is also offered at one elementary school for K-2 students in need of accelerated reading and math instruction; 90 slots are available per school. Our 21<sup>st</sup> CCLC program will build on the programs listed above and substantially increase the scope and reach of services.

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Schedule #17—Responses to TEA Program Requirements					
County-district number or vendor ID: 06-0726487				Amendment # (for amendments only):	
TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.					
Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Staff Sergeant Lucian Adams Elementary School 5701 9 <sup>th</sup> Avenue Port Arthur, Texas 77642		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	123907116			
	Cost per student	\$576.52			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		≤ 150
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Washington Elementary School 1300 Freeman Avenue Port Arthur, Texas 77642		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	123907117			
	Cost per student	\$576.52			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		≤ 150
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	William B. Travis Elementary School 1115 Lakeview Avenue Port Arthur, Texas 77642		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	123907108			
	Cost per student	\$576.52			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		≤ 150
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
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Estimated transportation time					
<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID: 06-0726487				Amendment # (for amendments only):	
<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	Tyrrell Elementary 4401 Ferndale Port Arthur, Texas 77642		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	123907109			
	Cost per student	\$576.52			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		≤ 150
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	Dowling Elementary School 6301 Pat Avenue Port Arthur, TX 77640		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	123907113			
	Cost per student	\$576.52			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		≤ 150
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	Blanchette Elementary School 2550 Sarah Street Beaumont, TX 77705		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	123910127			
	Cost per student	\$576.52			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		≤ 150
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID: 06-0726487				Amendment # (for amendments only):	
<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	Jones-Clark Elementary 3525 Cleveland Street Beaumont, TX 77703		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	<b>9-digit campus ID number:</b>	123910129			
	<b>Cost per student</b>	\$576.52			
	<b>"Regular" student target (to be served 45 days or more annually):</b>	150	<b>Parent/legal guardian target (in proportion with student target):</b>		≤ 150
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>				
	<b>9-digit campus ID number</b>				
	<b>Estimated transportation time</b>				
	<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>	
Martin Elementary 3500 Pine Street Beaumont, TX 77703		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
<b>9-digit campus ID number:</b>		123910128			
<b>Cost per student</b>		\$576.52			
<b>"Regular" student target (to be served 45 days or more annually):</b>		150	<b>Parent/legal guardian target (in proportion with student target):</b>		≤ 150
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
<b>Campus name</b>					
<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>					
<b>Center 9</b>		<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>	
	Pietzsch-MacArthur Elementary 4301 Highland Avenue Beaumont, TX 77705		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	<b>9-digit campus ID number:</b>	123910125			
	<b>Cost per student</b>	\$576.52			
	<b>"Regular" student target (to be served 45 days or more annually):</b>	150	<b>Parent/legal guardian target (in proportion with student target):</b>		≤ 150
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>				
	<b>9-digit campus ID number</b>				
	<b>Estimated transportation time</b>				

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<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>			<b>Grade levels to be served (check all that apply):</b>		
	Charlton- Pollard Elementary 1695 Irving Street Beaumont, TX 77701		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>9-digit campus ID number:</b>		123910130					
	<b>Cost per student</b>		\$576.52					
	<b>"Regular" student target (to be served 45 days or more annually):</b>		150		<b>Parent/legal guardian target (in proportion with student target):</b>		≤ 150	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
	<b>Campus name:</b>							
	<b>9-digit campus ID number</b>							
	<b>Estimated transportation time</b>							

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Management.** Our 21<sup>st</sup> CCLC program will have one full-time projector director, 10 full-time site coordinators (one per center), and one full-time family engagement specialist. The project director will be responsible for overall operations of the program across both districts and 10 centers and will ensure compliance with grant requirements. This position will provide monitoring and continuous improvement processes. The director will supervise and train the site coordinators and family engagement specialist. Qualifications for this position include bachelor's degree or higher with a background in education; previous experience in project management and leadership of teams; knowledge of data collection best practices and evaluation; implementing OST programming; budget management and experience managing federally funded programs. The program director will be supervised by the Save the Children program specialist and will report in regularly to the principals of participating schools. The director will work with Save the Children's program specialist to ensure effective training of all program staff. The director will supervise all staff and oversee the Community Advisory Councils. **Site coordinators** will manage the design and implementation of the all center-level activities including student and family recruitment. Coordinators will work closely with the family engagement specialist and school-day staff and ensure compliance with federal and state regulations. This position is responsible for the collection and coordination of data entry for all program components. Qualified candidates for this position will have a bachelor's degree and previous experience in teaching/tutoring and implementing successful OST programs. The **family engagement specialist** will work closely with families to promote engagement in their children's education. This position will develop activities, based on parents' needs, and opportunities for literacy and other areas of development for parents. He or she will work within the community to identify new partners to provide services that meet families' needs and will have regular, ongoing communication with families participating in the program. Candidates for this position will have a bachelor's degree, experience implementing family-centered programming and outstanding interpersonal skills. We are also aiming for this candidate to have a background in social-emotional programs as many parents and families in the program will still have needs related to Hurricane Harvey.

In addition, Save the Children's financial management, procurement, and other systems support compliance with federal regulations, as well as other donor requirements where appropriate. Save the Children has customized its Agresso software to enable expenses to be tracked by office, as well as by project, subproject (or sub-grant), and funding source. Hard copy and automated accounting records are supported by documentation segregating, accumulating, and recording all costs incurred under a grant or contract. The finance structure for this program will include a Portfolio Manager responsible for the fiscal oversight of the 21<sup>st</sup> CCLC award and for the timely and accurate financial reporting for all 21<sup>st</sup> CCLC funds.

**Center Operations.** All 10 centers will operate afterschool five days per week, Monday through Friday from 3:30-6:30 for a total of 15 hours per week over 35 weeks. In the first year, the school year program will begin September 4, 2018 and the last day will be May 17, 2019. The SummerBoost program will run through June and July of 2019 for a total of six weeks. The SummerBoost program will operate four days per week, Monday through Thursday for at least 6 hours per day. The afterschool and summer program schedule will have 30-minute rotations of the components discussed on page 24 in literacy and reading, math that will meet the program objective and student service targets on page 22.

**Professional Development.** All program staff receive a minimum of 20 hours of paid professional development and technical assistance from Save the Children's program specialist. Training occurs throughout the year in several phases and is available to regular school-day staff when practical and to all program volunteers. All program staff begin with two trainings: Afterschool Program Introduction and Behavior Management. Staff also receive content-specific training. For example, literacy tutors receive training in read-aloud, vocabulary/fluency activities: Part I: an Introduction; Part II: All About Read-Alouds with an Emphasis on Fiction; and Part III: Fluency. At the start of each program year, all staff will participate in First Aid and CPR training. We have budgeted for the project director to receive additional training through new grantee training, 21<sup>st</sup> CCLC Summer Institutes, and state conferences, as well as training and directors' meetings, which the evaluator will also attend.

**Budget Plan.** Save the Children developed the budget, in partnership with BISD and PAISD under a shared services agreement and will subgrant funds to the districts to support the center-level operations and per student variable costs. The key positions described above will be essential to meeting the program goals and objectives. Costs were based on serving 1,500 students in 10 centers with a 10:1 student-teacher ratio. Save the Children's training and technical assistance and previous experience managing 21<sup>st</sup> CCLC program will ensure that student service targets are met.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 06-0726487

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The site coordinators will have the primary responsibility of collecting and entering data into the TX21st and SCORE (Save the Children's internal database) systems. These responsibilities will provide strategic opportunities for evaluation activities, such as administering surveys and collecting school data (e.g., STAAR scores). The Save the Children program specialist will also support evaluation efforts by working with site coordinators to train program staff on evaluation methods and ensure quality control for data collected. We will monitor our progress toward the objectives listed on page 22 of this application through the following methods.

**Evaluation of Literacy Component:** We will administer two STAR Reading™ tests at least 90 days apart to measure progress. Scores are measured in Normal Curve Equivalencies (NCEs). An increase of 2.0 NCE scores on STAR Reading™ represents an increase in reading proficiency in addition to the increase that would be expected from maturation and attending the normal academic school year. The program will work with principals and school day teachers to track students' ELA/reading grades from beginning to the last marking period of the academic year. Students' reading achievement will be measured by STAAR results.

**Evaluation of Math Component:** *Hands-on Standards Math Club* includes pre- and post-tests to evaluate program effectiveness and track student performance. Pre- and post-tests will be administered at least 90 days apart and we will track student growth in each of the major math strands. This assessment correlates with the National Council of Teachers of Mathematics recommendations for effective assessment in mathematics classrooms. The program will work with principals and school day teachers to track students' math grades from beginning to the last marking period of the academic year. Students' academic achievement in math, as measured by STAAR results will also be tracked by the school.

**Evaluation of Child Development Components:** The Healthy Choices coordinator will record daily attendance of students. Parent, student and teacher surveys will be used to assess changes in student behavior, homework completion, and healthy choices. Students will regularly be surveyed to assess engagement, social-emotional development and behavior. Student discipline and incident reports for current year and prior school year will also be collected. **Journey of Hope.** All students participating in the JoH during the period of the grant will complete surveys at three time points (pre JoH, post JoH and three month follow-up). Evaluation components will also assess school staff using teacher rating of student behaviors, and achievement scores. Measurement constructs will include: coping; prosocial behaviors; overall distress symptoms and; child and youth resilience. Scales that will measure these constructs include the Responses to Stress Questionnaire (RSQ), Adverse Childhood Experiences, Strengths and Difficulties questionnaire (SDQ) and Child and Youth Resilience Measure (CYRM-28). Implementation and fidelity will be assessed with teacher surveys, professional development evaluations, a facilitator's fidelity checklist, and linking these measures to student outcomes. An examination of how local adaptations of implementation may have influenced programs will also be explored.

**Evaluation of Family Literacy Component:** Data collection for parent engagement activities includes parent, teacher and student surveys annually; parent activity attendance sheets; post event parent surveys.

**Use of Evaluation Data.** Save the Children, BISD and PAISD will analyze and monitor program performance and use the data to enhance Save the Children's technical assistance to the school and BISD and PAISD's oversight of the programs. A strong process is in place to use this data to benefit both individual students and the program as a whole. This involves regular consultations at the school between program and school staff, sharing data with the Advisory Committee, and an annual partner planning process where results will be presented to demonstrate that each objective has been met. At the end of each program year, reports will be made available, upon request, to key stakeholders such as the committee, parents, and community partners. A copy of the reports will be kept at the school's library for such requests. All materials will be reviewed to ensure student confidentiality and anonymity.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 06-0726487

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 06-0726487

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 06-0726487

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 06-0726487

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 06-0726487

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 06-0726487

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 06-0726487

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 06-0726487		Amendment number (for amendments only):	
<b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> <b>Failure to complete this schedule will result in an applicant being disqualified.</b>			
<b>Questions</b>			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes you must answer question #2 below.</li> <li>• If your answer to this questions is no, you do not address question #2 or the assurances below.</li> </ul>			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes, you must read and check the box next to each of the assurances below.</li> <li>• If your answer to this question is no, you do not address the assurances below.</li> </ul>			
<b>Assurances</b>			
<input checked="" type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input checked="" type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input checked="" type="checkbox"/>	The applicant assures that the total grant award requested on <b>Schedule #6—Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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